



Accessibility Plan

Approved by: Priory Rise Board of Governors **Date:** December 2021

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1. Aims

At Priory Rise School we believe that every child should have access to a broad, balanced, relevant, and differentiated curriculum. This should take account of the individual strengths and needs and should allow each child to fulfil their full potential.

The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents, and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and developing a culture of inclusion, support, and awareness within the school.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	STRATEGIES	TIMSCALE	SUCCESS MEASURES
<p>To be aware of the access needs of children with disabilities, staff, governors, and parents/carers</p>	<ul style="list-style-type: none"> • Ensure staff and governors are aware of access issues • Create access plans for individual children with disabilities as part of the SEND process • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Use a range of communication methods to ensure information for pupils is accessible, for example large print, braille, induction loops, pictorial, or symbolic representations • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils • Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired • Annual reminder to parents/carers to provide feedback or issues regarding accessibility 	<p>As required</p>	<ul style="list-style-type: none"> • SEND objectives are in place • Staff are aware of pupils' needs • Staff and governors are confident needs are met • Wide variety of resources that are inclusive • Data assessment and tracking of pupils performance • Pupils feel able to participate equally • PEEPs in place and amended to reflect change • Excellent relationships with parents/carers who feel informed and confident in the provision for their child
<p>Enriched curriculum accessible for all pupils, including lunchtimes and out of school activities</p>	<ul style="list-style-type: none"> • Ensure venues and means of transport for school trips are vetted for suitability • PE curriculum is reviewed to include disability sports • Ensure staff and external coaches running out of school clubs, as well as peripatetic music teachers are aware of any additional support that may be needed • Identify staff training needs 	<p>Ongoing</p>	<ul style="list-style-type: none"> • All pupils are able to access all school trips and take place in a range of activities • All pupils have access to PE and are able to fulfil their potential • Pupils with disabilities feel able to participate equally in lunchtime and out of school activities • Raised confidence of support staff

AIM	STRATEGIES	TIMESCALE	SUCCESS MEASURES
<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> • The environment is adapted and maintained to the needs of pupils as required. This includes: <ul style="list-style-type: none"> ○ Ramps ○ Elevators ○ Disabled parking bays in staff car park ○ Disabled toilets ○ Exterior lighting ○ Yellow paint on step edges ○ Appropriate space and location to support the needs of the individual • Ensure staff are aware of the need to keep fire exits and stairwells clear • Ensure corridors are clear of obstructions 	<p>Annually, and as new children join the school throughout the year</p>	<ul style="list-style-type: none"> • People feel safe in school and the school grounds • Monitoring with the annual health and safety premises check • Regular checking and maintenance of equipment • Steps are painted yellow and parking spaces clearly labelled in staff car park Adults and pupils with disabilities have safe exits from school • Fire drills and practice delivered without issue • People with disabilities can move smoothly around the school

4. Monitoring arrangements

This document will be reviewed every three years but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Single equality policy
- Special educational needs policy
- Supporting pupils with medical conditions policy
- Behaviour policy
- Safeguarding and child protection policy
- School improvement plan
- Staff handbook